

READING PROBLEMS IN ENGLISH OF
RURAL SECONDARY SCHOOL LEARNERS

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FACULTY OF LANGUAGES AND LINGUISTICS
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READING PROBLEMS IN ENGLISH OF
RURAL SECONDARY SCHOOL LEARNERS

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FACULTY OF LANGUAGES AND LINGUISTICS
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PERAKUAN TENTANG HASIL KERJA AKADEMIK

Dengan ini, saya, **WONG LOW WAH** Nombor Pendaftaran **TGBX 01009** mengaku bahawa naskah Laporan Penyelidikan yang serah bertajuk:
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Sekian, terima kasih.

Yang benar,



Nama calon : **WONG LOW WAH**

Tarikh : 23 SEPTEMBER 2003

ABSTRACT

This study is an investigation of whether the reading comprehension scores obtained by a class of rural secondary school students reflect their actual comprehension. This study also attempts to provide an insight into the reading problems these students face and how they try to overcome them. 30 Form Three students participated in this study. A four-prong approach comprising reading comprehension tests, a free recall task, questionnaires and interviews with 6 key informants, is used to collect data necessary for the investigation.

First, the students were required to sit for reading comprehension tests for the purpose of characterizing their reading comprehension abilities. Then, the students participated in the recall task which required them to write their recall in English after reading an English narrative text. The written recalls were assessed for the number of propositions that were recalled. They were also analyzed for the reading difficulties the students encountered and the strategies they used to make sense of what they read.

The key findings indicated that the reading comprehension scores the students obtained did reflect their comprehension. The analysis also showed that these students faced reading difficulties ranging from weaknesses in semantic, syntactic and inferential skills to weaknesses in comprehension monitoring and working memory capabilities. To overcome these difficulties, the students utilized strategies such as using technical aids, classification and simplification. The findings also indicated the feasibility of using the recall task as a tool to study and understand the reading process of second language learners.

ABSTRAK

Kajian ini bertujuan untuk mengenal pasti sama ada pencapaian kefahaman dalam Bahasa Inggeris pelajar-pelajar sebuah kelas di sebuah sekolah menengah luar bandar ada kaitannya dengan tahap pemahaman Bahasa Inggeris mereka. Kajian ini juga cuba mengenal pasti masalah-masalah pembacaan yang dihadapi oleh pelajar-pelajar ini dan cara mereka mengatasinya. 30 orang pelajar Tingkatan Tiga telah terlibat dalam kajian ini. Pendekatan serampang empat mata telah digunakan dalam kajian ini, iaitu ujian kefahaman Bahasa Inggeris, tugas mengingat kembali, soal selidik, dan temubual dengan 6 orang pelajar terpilih.

Mula-mula, pelajar-pelajar dikehendaki menduduki ujian kefahaman Bahasa Inggeris untuk mengetahui tahap kebolehan mereka. Kemudian, mereka melakukan tugas mengingat semula, iaitu pelajar-pelajar ini dikehendaki mengingat dan menulis semula dalam Bahasa Inggeris teks naratif (narrative) yang telah dibaca. Hasil tugas bertulis yang diperoleh telah dinilai untuk mengetahui bilangan proposisi (proposition) yang dapat diingat kembali. Analisis juga telah dibuat untuk mengetahui masalah pembacaan dalam Bahasa Inggeris yang dihadapi oleh pelajar-pelajar ini dan cara mereka mengatasinya.

Hasil analisis menunjukkan bahawa pencapaian kefahaman Bahasa Inggeris pelajar-pelajar ini memang berkait rapat dengan tahap pemahaman Bahasa Inggeris mereka. Analisis juga menunjukkan bahawa pelajar-pelajar ini menghadapi pelbagai masalah pembacaan Bahasa Inggeris daripada kelemahan dalam kemahiran semantik, sintaksis dan inferensi sehingga kelemahan dalam pemantauan kefahaman (comprehension monitoring) dan kemampuan daya memori (working memory) mereka.

Untuk mengatasi masalah-masalah ini, mereka menggunakan beberapa strategi seperti bantuan teknikal, klasifikasi dan simplifikasi (simplification). Hasil kajian ini juga menunjukkan keberkesanan tugas ingat kembali untuk mengkaji dan memahami proses pembacaan yang dialami oleh pelajar bahasa kedua.

Untuk mengatasi masalah-masalah ini, mereka menggunakan beberapa strategi seperti bantuan teknikal, klasifikasi dan simplifikasi (simplification). Hasil kajian ini juga menunjukkan keberkesanan tugas ingat kembali untuk mengkaji dan memahami proses pembacaan yang dialami oleh pelajar bahasa kedua.

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